

**Centerville-Abington Elementary Curriculum Mapping**  
**Language Arts – Kindergarten**  
 1<sup>st</sup> Nine Weeks  
 Tracy Metcalf

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Vocabulary	Language/Writing	Assessment
<p style="text-align: center;">1</p> <p>Literature  <u>K.RL.2.1</u>  <u>K.RV.3.1</u>  <u>K.RL.3.1</u>  <u>K.RL.3.2</u>  <u>K.RL.K.4.1</u></p> <p>Nonfiction  <u>K.RN.2.1</u>  <u>K.RN.2.2</u>  <u>K.RN.3.1</u>  <u>K.RF.1</u>  <u>K.RN.3.1</u></p> <p>Foundations  <u>K.RF.2.1</u>  <u>K.RF.2.4</u>  <u>K.RF.3.1</u>  <u>K.RF.3.4</u>  <u>K.RF.4.4</u></p> <p>Speaking and Listening  <u>K.SL.2.3</u>  <u>K.SL.2.5</u>  <u>K.SL.3.1</u>  <u>K.SL.4.1</u></p> <p>Vocabulary and Writing  <u>K.W.2.1</u>  <u>K.W.6.1a</u>  <u>K.W.6.1b</u>  <u>K.RV.1</u></p>	<p><b><u>Selections</u></b>  <b>Big Book</b>          What Makes a Family?  <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b>          Building with Dad  <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selections</b>          “Frère Jacques”          “Everybody Says”          “Tortillas for Mommy”          “My Little Sister”  <b>Genre:</b> for “Frère Jacques” Poetry and Lullaby  <b>Genre:</b> for Remaining Paired Selections Poetry</p> <p><b><u>Text-based Comprehensions</u></b>  <b>Target Skill</b>          Main Ideas  <b>Target Strategy</b>          Summarize  <b>Second Read Skills</b>          Genre</p>	<p><b><u>Phonological Awareness</u></b>          Rhyming Words          Single Sounds</p> <p><b><u>Letter Names</u></b>          Letters Kk, Ll, Mm, Nn, Oo</p> <p><b><u>Decodable Readers</u></b>          See What We Can Do          We Can Make It</p> <p><b><u>Concepts of Print</u></b>          Directionality: Left to Right          Book Parts</p> <p><b><u>Words to Know</u></b>          (High-Frequency Words)          I</p> <p><b><u>Fluency</u></b>          Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b>          celebrate (v), family (n),          memories (n),          include (v)</p> <p><b><u>Oral Vocabulary</u></b>          cranes, crew, gleaming,          mechanic,          outlining, solid</p> <p><b><u>Domain-Specific Vocabulary</u></b>          aren’t, sibling, ancestor,          relation</p> <p><b><u>Vocabulary Strategies</u></b>          Classify and Categorize          Family Words</p> <p><b><u>Enrich Vocabulary</u></b>          Talk About Families</p>	<p><b><u>Grammar Skill</u></b>          Nouns for People</p> <p><b><u>Writing Mode</u></b>          Narrative Writing</p> <p><b><u>Writing Form</u></b>          Names</p> <p><b><u>Focus Trait</u></b>          Conventions</p>	

<p><b>2</b></p> <p><b>Literature</b></p> <p>K.RL.2.2 K.RL.2.3 K.RV.3.1 K.RL.3.2 K.RL.4.1 K.RL.4.2 K.RL.1</p> <p><b>Nonfiction</b></p> <p>K.RN.2.1 K.RN.2.3 K.RV.3.2 K.RN.3.1 K.RN.1</p> <p><b>Foundations</b></p> <p>K.RF.2.1 K.RF.2.4 K.RF.3.4 K.RF.4.4</p> <p><b>Speaking and Listening</b></p> <p>K.SL.2.3 K.SL.2.5 K.SL.3.1 K.SL.4.1 K.W.3.3</p> <p><b>Vocabulary and Writing</b></p> <p>K.W.2.1 K.W.6.1a K.W.6.1b</p>	<p><b><u>Selections</u></b></p> <p><b>Big Book</b> How Do Dinosaurs Go to School? <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Friends at School <b>Genre:</b> Informational Text</p> <p><b>Paired Selection</b> “My School Bus” <b>Genre:</b> Informational Text</p> <p><b>Target Skill</b> Understanding Characters</p> <p><b><u>Text-Based Comprehension</u></b></p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Author’s Purpose</p>	<p><b><u>Phonological Awareness</u></b> Beginning Sounds</p> <p><b><u>Letter Names</u></b> Letters <i>Pp, Qq, Rr, Ss, Tt</i></p> <p><b><u>Decodable Readers</u></b> We Go to School I Like</p> <p><b><u>Concepts of Print</u></b> Directionality: Follow Words Left to Right, Top to Bottom Book Handling</p> <p><b><u>Words to Know (HFW)</u></b> <i>Like</i></p> <p><b><u>Fluency</u></b> Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b> <i>bullying (v), tidies (v), fidget (v), interrupt (v)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>busy, company, container, job, scoop, tortoises</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>behave, member, respect, community</i></p> <p><b><u>Vocabulary Strategy</u></b> Antonyms</p> <p><b><u>Enrich Vocabulary</u></b> Talk About School</p>	<p><b><u>Grammar Skill</u></b> Nouns for Places</p> <p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Labels</p> <p><b><u>Focus Trait</u></b> Word Choice</p>	
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<p>3</p> <p><b>Literature</b></p> <p>K.RL.2.1 K.RL.2.2 K.RL.2.3 RL.K.4 K.RL.3.2 K.RL.4.1 K.RL.4.2</p> <p><b>Foundations</b></p> <p>K.RF.2.2 K.RF.2.3 K.RF.2.4 K.RF.3.4 K.RF.4.4</p> <p><b>Speaking and Listening</b></p> <p>K.SL.2.5 K.SL.4.1 K.W.3.3</p> <p><b>Vocabulary and Writing</b></p> <p>K.W.2.1 K.W.6.1a K.W.6.1b K.RV.1</p>	<p><b><u>Selections</u></b></p> <p><b>Big Book</b> Please, Puppy, Please <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> I Have a Pet! <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> “Different Kinds of Dogs” <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b></p> <p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Conclusions</p>	<p><b><u>Phonological Awareness</u></b> Beginning Sounds Words in Oral Sentences</p> <p><b><u>Letter Names</u></b> Letters <i>Uu, Vv, Ww, Xx, Yy, Zz</i></p> <p><b><u>Decodable Readers</u></b> Baby Bear’s Family The Party</p> <p><b><u>Concepts of Print</u></b> Letters and Words: First, Last Letters, Distinguish Letters from Words</p> <p><b><u>Words to Know (HFW)</u></b> <i>the</i> Fluency Reading Rate</p>	<p><b><u>Selection Vocabulary</u></b> <i>bullying (v), tidies (v), fidget (v), interrupt (v)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>busy, company, container, job, scoop, tortoises</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>behave, member, respect, community</i></p> <p><b><u>Vocabulary Strategy</u></b> Antonyms</p> <p><b><u>Enrich Vocabulary</u></b> Talk About School</p>	<p><b><u>Grammar Skill</u></b> Nouns for Animals and Things</p> <p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Captions</p> <p><b><u>Focus Trait</u></b> Ideas</p>	
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<p>4</p> <p><b>Literature</b> K.RL.2.4 K.RL.3.1 K.RL.3.2</p> <p><b>Nonfiction</b> K.RI.2.1 K.RI.2.2 K.RI.2.3 K.RV.3.2 K.RN.3.1 K.RN.3.2</p> <p><b>Foundations</b> K.RF.2.1 K.RF.2.3 K.RF.K.2.4 K.RF.K.3.4 K.RF.4.1 K.RF.4.4</p> <p><b>Writing</b> K.W.3.1 K.W.3.3</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.4.1</p> <p><b>Vocabulary</b> K.W.2.1 K.W.6.1a K.W.6.1e K.Rv.2.4 K.RV.2.2 K.RV.1</p>	<p><b>Selection</b> <b>Big Book</b> Everybody Works <b>Genre:</b> Informational Text Read Aloud Book Pizza at Sally’s <b>Genre:</b> Realistic Fiction <b>Paired Selection</b> “The Elves and the Shoemaker” “The Lion and the Mouse” <b>Genre:</b> for Elves Fairy Tale <b>Genre:</b> for Lion Fable</p> <p><b>Text-based Comprehension</b> <b>Target Skill</b> Text and Graphic Features <b>Target Strategy</b> Analyze/Evaluate <b>Second Read Skill</b> Genre</p>	<p><b>Phonological Awareness</b> Beginning Sounds Words in Oral Sentences</p> <p><b>Phonics</b> Letter <i>Mm</i> *</p> <p><b>Decodable Readers</b> <i>Mm</i> I Like <i>Mm</i></p> <p><b>Concepts of Print</b> Spaces Between Words Environmental Print</p> <p><b>Words to Know (HFW)</b> <i>and</i> Fluency Pause for Punctuation</p>	<p><b>Selection Vocabulary</b> <i>creating (v), delivering (v), hobby (n), protecting (v)</i> Oral Vocabulary <i>customers, dough, famous, perfect, sprinkled, stretchy</i></p> <p><b>Domain-Specific Vocabulary</b> <i>volunteer, worker, job, goods, services</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Words for Jobs</p> <p><b>Enrich Vocabulary</b> Words with Endings - <i>ed, -ing</i></p>	<p><b>Grammar Skill</b> Action Verbs in Present Tense</p> <p><b>Writing Mode</b> Narrative Writing</p> <p><b>Writing Form</b> Story Sentences (Adding Details)</p> <p><b>Focus Trait</b> Ideas</p>	
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<p>5</p> <p><b>Literature</b>  K.RL.2.1  K.RK.2.4  K.RL.3.2  K.RL.4.2</p> <p><b>Nonfiction</b>  K.RN.2.1  K.RN.2.2  K.RV.3.2  K.RN.3.1  K.RN.4.1  K.RN.1</p> <p><b>Foundations</b>  K.RF.2.1  K.RF.2.2  K.RF.2.4  K.RF.3.4  K.RF.4.1  K.RF.4.4</p> <p><b>Speaking and Listening</b>  K.SL.2.4</p> <p><b>Writing</b>  K.W.3.3  K.W.5</p> <p><b>Vocabulary</b>  K.W.2.1  K.W.6.1a  K.RL.2.1  K.W.6.1e  K.W.6.2a  K.W.6.2b  K.RV.2.2</p>	<p><b><u>Selections</u></b>  <b>Big Book</b>  The Handiest Things in the World  <b>Genre:</b> Informational Text  <b>Read Aloud Book</b>  The Little Red Hen  <b>Genre:</b> Folk Tale and Fable (Traditional Tale)  <b>Paired Selection</b>  Stone Soup  <b>Genre:</b> Informational Text</p> <p><b><u>Text-Based Comprehension</u></b>  <b>Target Skill</b>  Details  <b>Target Strategy</b>  Question  <b>Second Read Skill</b>  Cause-and-Effect</p>	<p><b><u>Phonological Awareness</u></b>  Beginning Sounds  Words in Oral Sentences</p> <p><b><u>Phonics</u></b>  Letter Ss *  Review <i>m, s</i></p> <p><b><u>Decodable Readers</u></b>  Ss  I Like Ss</p> <p><b><u>Concepts of Print</u></b>  Capitalization: First Word in a Sentence  Punctuation: Period, Question Mark</p> <p><b><u>Words to Know (HFW)</u></b>  Review: <i>I, like, the, and</i></p> <p><b><u>Fluency</u></b>  Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b>  <i>appears, future, handy, stray</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>admired, delicious, delight, doubt, fable, sigh</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>invention, utensil, aid, purpose</i></p> <p><b><u>Vocabulary Strategy</u></b>  Synonyms</p> <p><b><u>Enrich Vocabulary</u></b>  Asking Questions</p>	<p><b><u>Grammar Skill</u></b>  Action Verbs in Present Tense</p> <p><b><u>Writing Mode</u></b>  Narrative Writing</p> <p><b><u>Writing Form</u></b>  Class Story (Telling Details)</p> <p><b><u>Focus Trait</u></b>  Ideas</p> <p><b><u>Research/Media</u></b>  Literacy Skills  Research a Tool</p>	<p><b>Unit 1 Benchmark Test</b></p>
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<p>6</p> <p><b>Literature</b> K.RL.2.1 K.RL.3.2 K.RL.4.2</p> <p><b>Nonfiction</b> K.RN.2.2 K.RF.1 K.RN.4.2 K.RN.1</p> <p><b>Foundations</b> RF.K.2c RF.K.3b RE.K.3c RF.K.4</p> <p><b>Speaking and Listening</b> K.SL.2.5 K.SL.3.1 K.SL.3.2 K.SL.4.1</p> <p><b>Writing and Vocabulary</b> K.W.3.1 K.W.3.2 K.W.2.1 K.W.6.2a K.W.6.1b K.W.4</p>	<p><b><u>Selections</u></b> <b>Big Book</b> My Five Senses <b>Genre::</b> Informational Text <b>Read Aloud Book</b> Listen, Listen <b>Genre:</b> Concept Book <b>Paired Selections</b> “Poems About Senses” “Picnic Day” “Here Are My Eyes” “The Storm” “Five Wonderful Senses” <b>Genre:</b> Poetry</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Compare and Contrast <b>Target Strategy</b> Monitor/Clarify Second Read Skill Summarize</p>	<p><b><u>Phonological Awareness</u></b> Blend Onset and Rime</p> <p><b><u>Phonics</u></b> Letter Aa* (Short a) Decodable Readers Aa I See</p> <p><b><u>Concepts of Print</u></b> Book Parts Using a Chart</p> <p><b><u>Words to Know (HFW)</u></b> see</p> <p><b><u>Fluency</u></b> Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b> <i>aware (adj.), senses (n), sight (n), touch (n)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>drift, ripen, scurry, sizzle, whisper, whistle</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>vision, sound, flavor, texture, scent</i></p> <p><b><u>Vocabulary Strategy</u></b> Context Clues</p> <p><b><u>Enrich Vocabulary</u></b> Sentence Completion Activity (using opposites)</p>	<p><b><u>Grammar Skill</u></b> Sensory Words</p> <p><b><u>Writing Mode</u></b> Informative Writing</p> <p><b><u>Writing Form</u></b> Descriptive Sentences (Sensory Words)</p> <p><b><u>Focus Trait</u></b> Word Choice</p>	
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<p>7</p> <p><b>Literature</b>  K.RL.2.2  K.RL.2.3  K.RL.2.4  K.RL.3.2  K.RL.4.1  K.RL.4.2</p> <p><b>Foundations</b>  K.RF.2.1  K.RF.2.2  K.RF.2.4  K.RF.3.3  K.RF.3.4  K.RF.4.1  K.RF.4.3  K.RF.4.4  K.RF.5</p> <p><b>Speaking and Listening</b>  K.SL.2.3  K.SL.2.5  K.SL.3.1</p> <p><b>Writing and Vocabulary</b>  K.W.3.2  K.W.2.1  K.W.6.2b  K.W.6.1b  K.RV.1</p>	<p><b><u>Selections</u></b>  <b>Big Book</b>  Mice Squeak, We Speak  <b>Genre::</b> Realistic Fiction  <b>Read Aloud Book</b>  Amelia’s Show-and-Tell Fiesta  <b>Genre:</b> Realistic Fiction  <b>Paired Selection</b>  “The Fort Worth Zoo”  <b>Genre:</b> Informational Text</p> <p><b><u>Text-Based Comprehension</u></b>  <b>Target Skill</b>  Understanding Characters  <b>Target Strategy</b>  Analyze/Evaluate  <b>Second Read Skill</b>  Author’s Word Choice</p>	<p><b><u>Phonological Awareness</u></b>  Blend Onset and Rime  Segment Onset and Rime</p> <p><b><u>Phonics</u></b>  Letter Tt *</p> <p><b><u>Decodable Readers</u></b>  Tt  We Like Toys</p> <p><b><u>Concepts of Print</u></b>  Punctuation: Period, Question Mark, Exclamation Point</p> <p><b><u>Words to Know (HFW)</u></b>  we</p> <p><b><u>Fluency</u></b>  Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b>  <i>chatter (v), coo (v), snore (v), squawk (v)</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>foolish, frowns, ruffled, special, treasures, tropical</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>communicate, respond, language, conversation</i></p> <p><b><u>Vocabulary Strategy</u></b>  Classify and Categorize  Sensory Words</p> <p><b><u>Enrich Vocabulary</u></b>  Words for Sounds</p>	<p><b><u>Grammar Skill</u></b>  Sensory Words</p> <p><b><u>Writing Mode</u></b>  Informative Writing</p> <p><b><u>Writing Form</u></b>  Descriptive  Sentences  (Sensory Words)</p> <p><b><u>Focus Trait</u></b>  Word Choice</p>	
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**Centerville-Abington Elementary Curriculum Mapping**  
**Language Arts – Kindergarten**  
 2nd Nine Weeks  
 Tracy Metcalf

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Vocabulary	Language/Writing	Assessment
<p style="text-align: center;">8</p> <p><b>Literature</b>            K.RL.2.1            K.RL3.2            K.RL.1</p> <p><b>Nonfiction</b>            K.RN.2.1            K.RN.2.2            K.RN.2.3            K.RF.1            K.RN.3.1            K.RN.1</p> <p><b>Foundations</b>            K.RF.2.1            K.RF.2.2            K.RF.2.3            K.RF.2.4            K.RF.3.3            K.RF.3.4            K.RF.4.1            K.RF.4.3            K.RF.4.4            K.RF.5</p> <p><b>Writing and Vocabulary</b>            K.W.3.2            K.W.5            K.W.2.1            K.RV.2.2            K.RV.1</p>	<p><b><u>Selections</u></b>  <b>Big Book</b>            Move!  <b>Genre:</b> Informational Text  <b>Read Aloud Book</b>            Jonathan and His Mommy  <b>Genre:</b> Realistic Fiction  <b>Paired Selection</b>            “The Hare and the Tortoise”  <b>Genre:</b> Folk Tale and Fable</p> <p><b><u>Text-Based Comprehension</u></b>  <b>Target Skill</b>            Details  <b>Target Strategy</b>            Visualize  <b>Second Read Skill</b>            Compare and Contrast</p>	<p><b><u>Phonological Awareness</u></b>            Blend Onset and Rime            Segment Onset and Rime</p> <p><b><u>Phonics</u></b>            Letter Cc * (/k/)</p> <p><b><u>Decodable Readers</u></b>            Cc            I Can See</p> <p><b><u>Concepts of Print</u></b>            Spaces Between Words            Directionality</p> <p><b><u>Words to Know (HFW)</u></b>            a</p> <p><b><u>Fluency</u></b>            Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b>  <i>colony (n), rustling (v), slithers (v), startled (v)</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>backward, beat, leap, strange, wiggle, zigzag</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>dive, swim, climb, fly</i></p> <p><b><u>Vocabulary Strategy</u></b>            Classify and Categorize            Action Words</p> <p><b><u>Enrich Vocabulary</u></b>            Movement Words</p>	<p><b><u>Grammar Skill</u></b>            Adjectives for Colors</p> <p><b><u>Writing Mode</u></b>            Informative Writing</p> <p><b><u>Writing Form</u></b>            Captions (Descriptive Sentences;            Colors, Sensory Words)</p> <p><b><u>Focus Trait</u></b>            Word Choice</p> <p><b><u>Research/Media Literacy Skills</u></b>            Research an Animal</p>	



<p>9</p> <p><b>Literature</b> K.RL.2.4 K.RL.3.2 K.RL.4.1</p> <p><b>Nonfiction</b> K.RN.2.1 K.RN.2.2 K.RN.2.3 K.RV.3.2 K.RN.3.1 K.RN.4.2</p> <p><b>Foundations</b> K.RF.2.2 K.RF.2.4 K.RF.3.4 K.RF.4.1 K.RF.4.4 K.RF.5</p> <p><b>Writing and Vocabulary</b> K.W.3.2 K.W.4 K.W.5 K.W.2.1 K.RL.2.1 K.W.6.1e K.RV.2.2 K.W.6.1b K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.2.5 K.SL.3.1 K.SL.3.2 K.SL.4.1</p>	<p><b><u>Selections</u></b> <b>Big Book</b> What Do Wheels Do All Day? <b>Genre:</b> Informational Text <b>Read Aloud Book</b> Good Morning, Digger <b>Genre:</b> Realistic Fiction <b>Paired Selection</b> “Wheels Long Ago and Today” <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Text and Graphic Features <b>Target Strategy</b> Question <b>Second Read Skill</b> Conclusions</p>	<p><b><u>Phonological Awareness</u></b> Blend Phonemes</p> <p><b><u>Phonics</u></b> Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*</p> <p><b><u>Decodable Readers</u></b> Mmmm, Good! The Playground</p> <p><b><u>Concepts of Print</u></b> Capitalization: First Letter of a Sentence Space Between Words</p> <p><b><u>Words to Know (HFW)</u></b> <i>Review: see, we, a, to</i></p> <p><b><u>Fluency</u></b> Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b> <i>sputter (v), travelers (n), twirl (v), patrol (v)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>early, weeds, community, cement, vacant, welding</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>push, pull, roll, spin</i></p> <p><b><u>Vocabulary Strategy</u></b> Synonyms</p> <p><b><u>Enrich Vocabulary</u></b> Talk About Vehicles</p>	<p><b><u>Grammar Skill</u></b> Adjectives for Numbers</p> <p><b><u>Writing Mode</u></b> Informative Writing</p> <p><b><u>Writing Form</u></b> Description (Descriptive Words, Numbers) <b><u>Focus Trait</u></b> Word Choice</p> <p><b><u>Research/Media Literacy Skills</u></b> Answer Questions About Vehicles</p>	
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<p>10</p> <p><b>Literature</b>  K.RL.2.2  K.RL.2.3  K.RL.3.1  K.RL.3.2  K.RL.1</p> <p><b>Nonfiction</b>  K.RN.4.2  K.RN.1</p> <p><b>Foundations</b>  K.RF.2.1  K.RF.2.2  K.RF.2.3  K.RF.2.4  K.RF.3.4  K.RF.4.1  K.RF.4.3  K.RF.4.4  K.RF.5</p> <p><b>Writing</b>  K.W.3.1  K.W.3.2  K.W.3.3  K.W.4</p> <p><b>Speaking and Listening</b>  K.SL.2.3  K.SL.3.1  K.SL.4.1  K.W.3.3</p> <p><b>Language</b>  K.W.2.1  K.W.6.1e  K.W.6.2b  K.W.6.2c  K.RV.2.4  K.RV.2.2  K.RV.1</p>	<p><b><u>Selections</u></b>  <b>Big Book</b>  Mouse Shapes  <b>Genre:</b> Concept Book  <b>Read Aloud Book</b>  David’s Drawings  <b>Genre:</b> Realistic Fiction  <b>Paired Selection</b>  “Signs and Shapes”  <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b>  <b>Target Skill</b>  Story Structure  <b>Target Strategy</b>  Summarize  <b>Second Read Skill</b>  Characters</p>	<p><b><u>Phonological Awareness</u></b>  Blend Phonemes</p> <p><b><u>Phonics</u></b>  Review Letters Aa* (Short a), Tt*, Cc* (/k/), Pp*</p> <p><b><u>Decodable Readers</u></b>  Mmmm, Good!  The Playground</p> <p><b><u>Concepts of Print</u></b>  Capitalization: First Letter of a Sentence  Space Between Words</p> <p><b><u>Words to Know (HFW)</u></b>  Review: see, we, a, to</p> <p><b><u>Fluency</u></b>  Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b>  <i>hurry (v), pounced (v), sneaky (adj.), tricky (adj.)</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>add, fluffy, fresh, grinned, moment, shyly</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>rectangle, triangle, diamond, circle, oval, square</i></p> <p><b><u>Vocabulary Strategy</u></b>  Classify and Categorize  Shape Words</p> <p><b><u>Enrich Vocabulary</u></b>  Words with Suffixes <i>-ly, -ful</i></p>	<p><b><u>Grammar Skill</u></b>  Adjectives for Size and Shape</p> <p><b><u>Writing Mode</u></b>  Informative Writing</p> <p><b><u>Writing Form</u></b>  Description  (Descriptive Words, Size and Shape)</p> <p><b><u>Focus Trait</u></b>  Word Choice</p>	<p><b>Unit 2 Benchmark Test</b></p>
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<p>11</p> <p><b>Literature</b> K.RL.2.1 K.RL.2.4 K.RL.1</p> <p><b>Nonfiction</b> K.RN.2.1 K.RN.2.2 K.RN.2.3 K.RN.3.1 K.RN.4.1 K.RN.4.2 K.RN.1</p> <p><b>Foundations</b> K.RF.2.1 K.RF.2.2 K.RF.2.3 K.RF.2.4 K.RF.3.2 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.4.5 K.RF.5</p> <p><b>Writing</b> K,W.3.1 K.W.3.3 K.W.4</p> <p><b>Language</b> K,W.2.1 K.W.6.1a K.W.6.2a K.W.6.2c K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.4.1</p>	<p><b><u>Selections</u></b> <b>Big Book</b> Jump into January <b>Genre:</b> Concept Book <b>Read Aloud Book</b> Every Season <b>Genre:</b> Informational Text <b>Paired Selection</b> “Holidays All Year Long” <b>Genre:</b> Informational Text</p> <p><b><u>Text-Based Comprehension</u></b> <b>Target Skill</b> Compare and Contrast <b>Target Strategy</b> Question <b>Second Read Skill</b> Text and Graphic Features</p>	<p><b><u>Phonological Awareness</u></b> Blend Phonemes Final Sound</p> <p><b><u>Phonics</u></b> Letter <i>Nn</i> * Words with <i>n</i> Blending Words</p> <p><b><u>Decodable Readers</u></b> I Can Nap Tap with Me</p> <p><b><u>Concepts of Print</u></b> Letters and Words Spaces Between Words</p> <p><b><u>Words to Know (HFW)</u></b> <i>with, my</i></p> <p><b><u>Fluency</u></b> Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b> <i>glistens (v), jive (v), local (adj.), orchard (n)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>bloom, peck, scatter, speckled, store, tracks</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>wind, weather, season, evaporate, air</i></p> <p><b><u>Vocabulary Strategy</u></b> Figurative Language</p> <p><b><u>Enrich Vocabulary</u></b> Multiple-Meaning Words</p>	<p><b><u>Grammar Skill</u></b> Sentence Parts: Subject</p> <p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Story Sentences (Exact Nouns)</p> <p><b><u>Focus Trait</u></b> Word Choice</p> <p><b><u>Research/Media Literacy Skills</u></b> Chart the Weather</p>	
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<p>12</p> <p><b>Literature</b>  K.RL.2.2  K.RL.2.3  K.RL.2.4  K.RL.3.2  K.RL.4.1  K.RL.4.2</p> <p><b>Nonfiction</b>  K.RN.2.1  K.RN.1</p> <p><b>Foundations</b>  K.RF.2.1  K.RF.2.2  K.RF.2.3  K.RF.3.4  K.RF.4.1  K.RF.4.4  K.RF.4.5  K.RF.5</p> <p><b>Writing</b>  K.W.3.2  K.W.3.3</p> <p><b>Language</b>  K.W.2.1  K.W.6.1a  K.W.6.2b  K.RV.2.2  K.W.4</p>	<p><b><u>Selections</u></b>  <b>Big Book</b>  Snow  <b>Genre:</b> Fantasy  <b>Read Aloud Book</b>  Storm Is Coming!  <b>Genre:</b> Fantasy  <b>Paired Selection</b>  “How Water Changes”  <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b>  <b>Target Skill</b>  Conclusions  <b>Target Strategy</b>  Monitor/Clarify  <b>Second Read Skill</b>  Understanding Characters</p>	<p><b><u>Phonological Awareness</u></b>  Blend Phonemes  Final Sound</p> <p><b><u>Phonics</u></b>  Letter <i>Nn</i> *  Words with <i>n</i>  Blending Words</p> <p><b><u>Decodable Readers</u></b>  I Can Nap  Tap with Me</p> <p><b><u>Concepts of Print</u></b>  Letters and Words  Spaces Between Words</p> <p><b><u>Words to Know (HFW)</u></b></p> <p><b><u>Fluency</u></b>  Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b>  <i>drifted (v), gathering (v), swirled (v), wisely (adv.)</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>guard, huddle, nodded, pasture, silent, stampede</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>hibernate, adapt, temperature, melt</i></p> <p><b><u>Vocabulary Strategy</u></b>  Classify and Categorize  Sensory Words</p> <p><b><u>Enrich Vocabulary</u></b>  Words with Endings -  <i>ed, -ing</i></p>	<p><b><u>Grammar Skill</u></b>  Sentence Parts: Verb</p> <p><b><u>Writing Mode</u></b>  Narrative Writing</p> <p><b><u>Writing Form</u></b>  Story Sentences  (Exact Verbs)</p> <p><b><u>Focus Trait</u></b>  Word Choice</p>	
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<p>13</p> <p><b>Literature</b> K.RL.2.4 K.RL.1</p> <p><b>Nonfiction</b> K.RN.2.2 K.RN.2.3 K.RF.1 K.RN.3.1 K.RN.4.1</p> <p><b>Foundation</b> RF.K.1a RF.K.1b RF.K.1c RF.K.1d RF.K.2d RF.K.3a RF.K.3c RF.K.3d RF.K.4</p> <p><b>Writing</b> K.W.3.1 K.W.3.3 K.W.5</p> <p><b>Language</b> K.W.6.1e K.RV.2.4 K.RV.2.2 K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.3.1</p>	<p><b><u>Selections</u></b> <b>Big Book</b> What Do You Do With a Tail Like This? <b>Genre:</b> Informational Text <b>Read Aloud Book</b> A Zebra’s World <b>Genre:</b> Informational Text <b>Paired Selections</b> Wings Dragonfly Tails On Our Way <b>Genre:</b> Poetry</p> <p><b><u>Text-Based Comprehension</u></b> <b>Target Skill</b> Author’s Purpose <b>Target Strategy</b> Visualize <b>Second Read Skill</b> Text and Graphic Features</p>	<p><b><u>Phonological Awareness</u></b> Blend Phonemes Final Sound</p> <p><b><u>Phonics</u></b> Letter <i>Ff</i> * Words with <i>f</i> Blending Words</p> <p><b><u>Decodable Readers</u></b> What Can You See? Fat Cat</p> <p><b><u>Concepts of Print</u></b> Directionality High-Frequency Word Hunt</p> <p><b><u>Words to Know (HFW)</u></b> <i>you, what</i></p> <p><b><u>Fluency</u></b> Reading Rate</p>	<p><b><u>Selection Vocabulary</u></b> <i>belongs, capture, nasty, sensitive</i></p> <p><b><u>Oral Vocabulary</u></b> <i>daily, herd, muscles, pattern, several, usually</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>insect, mammal, fish, reptile, bird</i></p> <p><b><u>Vocabulary Strategy</u></b> Context Clues</p> <p><b><u>Enrich Vocabulary</u></b> Words with Prefixes <i>un-</i>, <i>re-</i></p>	<p><b><u>Grammar Skill</u></b> Complete Sentences: Capitalization and Punctuation</p> <p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Story Sentences (Details)</p> <p><b><u>Focus Trait</u></b> Ideas</p> <p><b><u>Research/Media Literacy Skills</u></b> Animal Fun Facts</p>	
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<p>14</p> <p><b>Literature</b> K.RL.2.1 K.RL.2.4</p> <p><b>Nonfiction</b> K.RN.2.1 K.RN2.3 K.RV.3.2 K.RF.1 K.RN.3.1 K.RN.4.1 K.RN.4.2 K.RN.1</p> <p><b>Foundations</b> K.RF.2.3 K.RF.2.4 K.RF.3.4 K.RF.4.1 K.RF.4.4 K.RF.45 K.RF.5</p> <p><b>Writing</b> K.W.3.3 K.W.4 K.W.5</p> <p><b>Language</b> K.W.6.1e L.W.6.2c K.RV.2.4 K.W4</p> <p><b>Speaking and Listening</b> K.SL.3.1 K.SL.4.1</p>	<p><b><u>Selections</u></b> <b>Big Book</b> Turtle Splash! <b>Genre:</b> Concept Book <b>Read Aloud Book</b> Home for a Tiger, Home for a Bear <b>Genre:</b> Informational Text Paired Selection “Where Animals Live” <b>Genre:</b> Informational Text</p> <p><b><u>Text-Based Comprehension</u></b> <b>Target Skill</b> Cause-and-Effect <b>Target Strategy</b> Infer/Predict <b>Second Read Skill</b> Author’s Purpose</p>	<p><b><u>Phonological Awareness</u></b> Blend Phonemes Isolate Middle Sound</p> <p><b><u>Phonics</u></b> Letter <i>Bb</i> * Words with <i>b</i> Blending Words</p> <p><b><u>Decodable Readers</u></b> What Now? At Bat</p> <p><b><u>Concepts of Print</u></b> High-Frequency Word Hunt <b><u>Words to Know (HFW)</u></b> <i>are, now</i></p> <p><b><u>Fluency</u></b> Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b> <i>idle (adj.), lounging (v), scampers (v), timid (adv.)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>burrow, desert, (beaver’s) lodge, patient, shade, soaring</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>habitat, environment, woodland, grassland, wetland</i></p> <p><b><u>Vocabulary Strategy</u></b> Classify and Categorize Number Words</p> <p><b><u>Enrich Vocabulary</u></b> Number Words and Ordinals</p>	<p><b><u>Grammar Skill</u></b> Verbs in Past Tense</p> <p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Story (Sequence: Beginning, Middle, Ending)</p> <p><b><u>Focus Trait</u></b> Organization</p> <p><b><u>Research/Media Literacy Skills</u></b> Use References Sources to Gather Information About a Particular Habitat</p>	
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<p>15</p> <p><b>Literature</b> K.RL.2.3 K.RL.4.1</p> <p><b>Nonfiction</b> K.RN.2.2 K.RN.2.3 K.RN.3.1 K.RN.4.1 K.RN.4.2</p> <p><b>Foundations</b> K.RF.2.2 K.RF.2.3 K.RF.2.4 K.RF.3.4 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.5</p> <p><b>Writing</b> K.W.3.3 K.W.4</p> <p><b>Language</b> K.W.6.2a K.W.6.2b K.W.6.2c K.RV.2.4 K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.4.1 K.RV.1</p>	<p><b><u>Selections</u></b> <b>Big Book</b> What a Beautiful Sky! <b>Genre:</b> Informational Text Read Aloud Book How Many Stars in the Sky? <b>Genre:</b> Realistic Fiction <b>Paired Selection</b> “What Will the Weather Be Like?” <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Analyze/Evaluate <b>Second Read Skill</b> Author’s Word Choi</p>	<p><b><u>Phonological Awareness</u></b> Blend Phonemes Isolate Middle Sound</p> <p><b><u>Phonics</u></b> Review Letters Aa* (Short a), Nn*, Ff*, Bb* Words with a (Short a), n, f, b Blending Review</p> <p><b><u>Decodable Readers</u></b> Pam Cat Come with Me</p> <p><b><u>Concepts of Print</u></b> Letters, Words, and Sentences</p> <p><b><u>Words to Know (HFW)</u></b> Review: <i>come, me, with, my, you, what, are, now</i></p> <p>Fluency Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b> <i>fireball (n), thinner (adj.), beautiful (adj.), misty (adj.)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>dazzling, distance, gazing, leaned, planet, tunnel</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>star, sun, moon, galaxy</i></p> <p><b><u>Vocabulary Strategy</u></b> Figurative Language: Simile</p> <p><b><u>Enrich Vocabulary</u></b> Words with Endings <i>-ed, -ing</i></p>	<p><b><u>Grammar Skill</u></b> Statements (Capitalization and Punctuation)</p> <p><b><u>Writing Mode</u></b> Narrative Writing</p> <p><b><u>Writing Form</u></b> Story (Sequence: Beginning, Middle, Ending)</p> <p><b><u>Focus Trait</u></b> Organization</p>	<p><b>Unit 3 Benchmark Test</b></p>
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<p>16</p> <p><b>Literature</b>  <b>K.RL.2.1</b>  <b>K.RL.2.2</b>  <b>K.RL.2.4</b>  <b>K.RL.3.2</b>  <b>K.RL.4.1</b>  <b>K.RL.4.2</b>  <b>K.RL.1</b></p> <p><b>Nonfiction</b>  <b>K.RN.2.2</b></p> <p><b>Foundation</b>  <b>K.RF.2.4</b>  <b>K.RF.3.4</b>  <b>K.RF.4.3</b>  <b>K.RF.4.4</b>  <b>K.RF.5</b></p> <p><b>Writing</b>  <b>K.W.3.1</b></p> <p><b>Language</b>  <b>K.W.6.1b</b>  <b>K.W.6.1e</b>  <b>K.W.6.2b</b>  <b>K.W.6.1b</b>  <b>K.RV.1</b></p> <p><b>Speaking and Listening</b>  <b>K.SL.3.1</b>  <b>K.W.3.3</b>  <b>K.SL.4.1</b></p>	<p><b><u>Selections</u></b>  <b>Big Book</b>          What Is Science?  <b>Genre:</b> Poetry  <b>Read Aloud Book</b>          Dear Mr. Blueberry  <b>Genre:</b> Fantasy  <b>Paired Selection</b>          “Benjamin Franklin, Inventor”  <b>Genre:</b> Biography</p> <p><b><u>Text-based Comprehension</u></b>  <b>Target Skill</b>          Details</p> <p><b>Target Strategy</b>          Summarize          Main Ideas</p>	<p><b><u>Phonological Awareness</u></b>          Blend Phonemes          Isolate Middle Sound</p> <p><b><u>Phonics</u></b>          Letter <i>li</i> *          Words with (Short <i>i</i>)          Blending Words</p> <p><b><u>Decodable Readers</u></b>          What Is It?          It Is My Cab</p> <p><b><u>Concepts of Print</u></b>          High-Frequency Word Hunt</p> <p><b><u>Words to Know (HFW)</u></b>  <i>is, how, of, so many, where</i></p> <p>Fluency          Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b>  <i>fossils (n), geodes (n), geysers (n), glaciers (n)</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>information, perhaps, pleased, pond, spurt, travel</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>experiment, life science, earth science, physical science</i></p> <p><b><u>Vocabulary Strategy</u></b>          Classify and Categorize          Science Words</p> <p><b><u>Enrich Vocabulary</u></b>          Science and Scientists</p>	<p><b><u>Grammar Skill</u></b>          Proper Nouns for          People and          Pets</p> <p><b><u>Writing Mode</u></b>          Opinion Writing</p> <p><b><u>Writing Form</u></b>          Message (Different          Parts)</p> <p><b><u>Focus Trait</u></b>          Organization</p> <p><b><u>Write About Reading</u></b>          Performance Task</p>	
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**Centerville-Abington Elementary Curriculum Mapping**  
**Language Arts – Kindergarten**  
 3rd Nine Weeks  
 Tracy Metcalf

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Vocabulary	Language/Writing	Assessment
17 <b>Literature</b> K.RL.2.2 K.RL.2.3 L.RL.3.2 K.RL.4.1 K.RL.4.2 K.RL.1  <b>Nonfiction</b> K.RN.2.2 K.RN.2.3 K.RF.1 K.RN.3.1  <b>Foundations</b> K.RF.2.2 K.RF.2.3 K.RF.2.4 K.RF.3.4 K.RF.4.1 K.RF.4.4 K.RF.4.5 K.RF.5  <b>Writing</b> K.W.3.1 K.W.3.2 K.W5  <b>Language</b> K.W.2.1 K.W.6.1e	<b><u>Selections</u></b> <b>Big Book</b> From Caterpillar to Butterfly <b>Genre:</b> Informational Text <b>Read Aloud Book</b> It Is the Wind <b>Genre:</b> Realistic Fiction <b>Paired Selection</b> “Anansi and Grasshopper” <b>Genre:</b> Folk Tale and Trickster Tale  <b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Infer/Predict <b>Second Read Skill</b> Author’s Word Choice	<b><u>Phonological Awareness</u></b> Blend Phonemes Segment Phonemes  <b><u>Phonics</u></b> Letter Gg * Words with g Blending Words  <b><u>Decodable Readers</u></b> Can You Find It? Gig Pig  <b><u>Concepts of Print</u></b> Letters in Words Spaces Between Words  <b><u>Words to Know (HFW)</u></b> <i>find, this, from, came, but, on</i>  <b><u>Fluency</u></b> Read with Expression	<b><u>Selection Vocabulary</u></b> <i>ever, pumps (v), rush, tiny</i>  <b><u>Oral Vocabulary</u></b> <i>creaks, hare, hinge, howling (wind), path, sways</i>  <b><u>Domain-Specific Vocabulary</u></b> <i>metamorphosis, molt, chrysalis, larva</i> <b><u>Vocabulary Strategy</u></b> Multiple-Meaning Words  <b><u>Enrich Vocabulary</u></b> Words for Sounds	<b><u>Grammar Skill</u></b> Proper Nouns for People and Pets  <b><u>Writing Mode</u></b> Opinion Writing  <b><u>Writing Form</u></b> Thank-You Note  <b><u>Focus Trait</u></b> Voice  <b><u>Write About Reading</u></b> Performance Task  <b><u>Research/Media Literacy Skills</u></b> Make a Poster	

**K.W.6.2c**  
**L.K.4a**  
**K.RV.1**

**Speaking and  
Listening**  
**K.SL.2.5**

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<p>18</p> <p><b>Literature</b> K.RL.3.2 K.RL.4.1 K.RL.1</p> <p><b>Nonfiction</b> K.RN.2.2 K.RN.2.3 K.RN.3.1 K.RN.4.1 K.RN.1</p> <p><b>Foundations</b> K.RF.2.1 K.RF.2.2 K.RF.2.4 K.RF.3.4 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.4.5 K.RF.5</p> <p><b>Writing</b> K.W.3.1 K.W.3.2 K.W.4 K.W.5</p> <p><b>Language</b> K.W.2.1 K.W.6.1a K.RL.2.1 K.W.6.1e K.W6.2a K.W.6.2b K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.3.1 K.SL.2.4 K.SL.4.1</p>	<p><b><u>Selections</u></b> <b>Big Book</b> Atlantic <b>Genre:</b> Informational Text <b>Read Aloud Book</b> One-Dog Canoe <b>Genre:</b> Fiction <b>Paired Selections</b> Poems About the Sea "If You Ever" "A Sailor Went to Sea, Sea, Sea" "Ten Little Fishes" "Undersea" <b>Genre:</b> Poetry</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Author's Purpose <b>Target Strategy</b> Analyze/Evaluate <b>Second Read Skill</b> Figurative Language</p>	<p><b><u>Phonological Awareness</u></b> Blend Phonemes Segment Phonemes</p> <p><b><u>Phonics</u></b> Letter Rr * Words with r Blending Words</p> <p><b><u>Decodable Readers</u></b> What Will It Be? Rac Is It</p> <p><b><u>Concepts of Print</u></b> Directionality: Follow Words Left to Right, Top to Bottom, Page by Page</p> <p><b><u>Words to Know (HFW)</u></b> <i>will, be, into, that, your, who</i></p> <p><b><u>Fluency</u></b> Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b> <i>conquered, lapping, relatives, scraping</i></p> <p><b><u>Oral Vocabulary</u></b> <i>canoe, dew, glided, paddle, peered, crew</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>inlet, iceberg, gulf, wave, tide</i></p> <p><b><u>Vocabulary Strategy</u></b> Context Clues</p> <p><b><u>Enrich Vocabulary</u></b> Ask Questions About Words</p>	<p><b><u>Grammar Skill</u></b> Verbs in Future Tense</p> <p><b><u>Writing Mode</u></b> Opinion Writing</p> <p><b><u>Writing Form</u></b> Friendly Letter (Different Parts)</p> <p><b><u>Focus Trait</u></b> Conventions</p> <p><b><u>Write About Reading</u></b> Performance Task</p> <p><b><u>Research/Media Literacy Skills</u></b> Compare Bodies of Water</p>	
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<p>19</p> <p><b>Literature</b></p> <p>K.RL.2.1</p> <p>K.RL.2.2</p> <p>K.RL.2.4</p> <p>K.RL.3.2</p> <p>K.RL.4.2</p> <p>K.RL.1</p> <p><b>Nonfiction</b></p> <p>K.RV.3.2</p> <p><b>Foundations</b></p> <p>K.RF.2.1</p> <p>K.RF.2.4</p> <p>K.RF.3.4</p> <p>K.RF.4.1</p> <p>K.RF.4.4</p> <p>K.RF.4.5</p> <p>K.RF.5</p> <p><b>Writing</b></p> <p>K.W.3.1</p> <p>K.W.3.3</p> <p>K.W.4</p> <p><b>Language</b></p> <p>K.W.6.1a</p> <p>K.W.6.1e</p> <p>K.W.6.2b</p> <p>K.RV.2.4</p> <p>K.W.6.1b</p>	<p><b><u>Selections</u></b></p> <p><b>Big Book</b></p> <p>Sheep Take a Hike</p> <p><b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b></p> <p>Nicky and the Rainy Day</p> <p><b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b></p> <p>“The Three Billy Goats Gruff”</p> <p>“The Builder and the Oni”</p> <p><b>Genre:</b> Fairy Tale</p> <p><b><u>Text-based Comprehension</u></b></p> <p><b>Target Skill</b></p> <p>Cause-and-Effect</p> <p><b>Target Strategy</b></p> <p>Question</p> <p><b>Second Read Skill</b></p> <p>Sequence of Events</p>	<p><b><u>Phonological Awareness</u></b></p> <p>Blend Phonemes</p> <p>Segment Phonemes</p> <p><b><u>Phonics</u></b></p> <p>Letter <i>Dd</i> *</p> <p>Words with <i>d</i></p> <p>Blending Words</p> <p><b><u>Decodable Readers</u></b></p> <p>Go for It!</p> <p>D Is for Dad</p> <p><b><u>Concepts of Print</u></b></p> <p>Punctuation: Period, Question Mark, Exclamation Point</p> <p>Directionality Top to Bottom, Left to Right</p> <p><b><u>Words to Know (HFW)</u></b></p> <p><i>go, for, here, they, soon, up</i></p> <p><b><u>Fluency</u></b></p> <p>Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b></p> <p><i>bicker (v), compass (n), hiking (adj.), tramp (v)</i></p> <p><b><u>Oral Vocabulary</u></b></p> <p><i>blizzards, boring, cliffs, impossible, jungle, meadow</i></p> <p><b><u>Domain-Specific Vocabulary</u></b></p> <p><i>trail, gear, supplies, pack</i></p> <p><b><u>Vocabulary Strategy</u></b></p> <p>Antonyms</p> <p><b><u>Enrich Vocabulary</u></b></p> <p>Words for Walking and Hiking</p>	<p><b><u>Grammar Skill</u></b></p> <p>Verbs in Past Tense</p> <p><b><u>Writing Mode</u></b></p> <p>Opinion Writing</p> <p><b><u>Writing Form</u></b></p> <p>Opinion Sentences</p> <p><b><u>Focus Trait</u></b></p> <p>Word Choice</p> <p><b><u>Write About Reading</u></b></p> <p>Performance Task</p>	
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<p>20</p> <p><b>Literature</b> K.RL.2.2 K.RV.3.1 K.RL.4.2</p> <p><b>Nonfiction</b> K.RV.3.2 K.RN.3.1 K.RN.1</p> <p><b>Foundation</b> K.RF.2.1 K.RF.2.4 K.RF3.4 K.RF.3.5 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.4.5 K.RF5</p> <p><b>Writing</b> K.W.3.1 K.W.4</p> <p><b>Language</b> K.W.6.1a K.W.6.2a K.W.6.2c K.W.6.1b K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.2.5</p>	<p><b><u>Selections</u></b> <b>Big Book</b> Curious George’s Dinosaur Discovery <b>Genre:</b> Fantasy <b>Read Aloud Book</b> Duck &amp; Goose <b>Genre:</b> Fantasy <b>Paired Selection</b> “Exploring Land and Water” <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Visualize <b>Second Read Skill</b> Conclusions</p>	<p><b><u>Phonological Awareness</u></b> Blend Phonemes Segment Phonemes</p> <p><b><u>Phonics</u></b> Review Letters <i>ll</i>* (Short <i>i</i>), <i>Gg</i>*, <i>Dd</i>*, <i>Rr</i>* Review words with <i>i</i> (Short <i>i</i>), <i>g, d, r</i> Blending Review</p> <p><b><u>Decodable Readers</u></b> The Big Dig We Fit</p> <p><b><u>Concepts of Print</u></b> High-Frequency Word Hunt <b><u>Words to Know (HFW)</u></b> Review: <i>is, how, of, so, many, where, this, find, from, came, but, on, will, be, into, that, your, who, go, for, here, they, soon, up</i></p> <p><b><u>Fluency</u></b> Reading Rate</p>	<p><b><u>Selection Vocabulary</u></b> <i>bicker (v), compass (n), hiking (adj.), tramp (v)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>blizzards, boring, cliffs, impossible, jungle, meadow</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>trail, gear, supplies, pack</i></p> <p><b><u>Vocabulary Strategy</u></b> Antonyms</p> <p><b><u>Enrich Vocabulary</u></b> Words for Walking and Hiking</p>	<p><b><u>Grammar Skill</u></b> Verbs Past, Present, Future</p> <p><b><u>Writing Mode</u></b> Opinion Writing</p> <p><b><u>Writing Form</u></b> Opinion Sentences</p> <p><b><u>Focus Trait</u></b> Word Choice</p> <p><b><u>Write About Reading</u></b> Performance Task</p>	<p><b>Unit 4 Benchmark Test</b></p>
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<p>21</p> <p><b>Literature</b>  <b>K.RL.2.1</b>  <b>K.RL.2.1</b>  <b>K.RL.3.2</b>  <b>K.RL.4.1</b>  <b>K.RL.4.2</b>  <b>K.RL.1</b></p> <p><b>Foundations</b>  <b>K.RF.2.1</b>  <b>K.RF.3.4</b>  <b>K.RF.4.1</b>  <b>K.RF.4.3</b>  <b>K.RF.4.4</b>  <b>K.RF.5</b></p> <p><b>Writing</b>  <b>K.W.3.1</b>  <b>K.W.5</b></p> <p><b>Language</b>  <b>K.W.2.1</b>  <b>K.W.6.1a</b>  <b>K.W.6.1e</b>  <b>K.W.6.2c</b>  <b>K.RV.2.4</b>  <b>K.RV.1</b></p> <p><b>Speaking and Listening</b>  <b>K.SL.2.5</b></p>	<p><b><u>Selections</u></b>  <b>Big Book</b>  Zin! Zin! Zin! a Violin  <b>Genre:</b> Poetry  <b>Read Aloud Book</b>  Simon and Molly plus Hester  <b>Genre:</b> Realistic Fiction  <b>Paired Selections</b>  Celebration  The Lobsters and the Fiddler Crab  “The More We Get Together”  “Make New Friends”  <b>Genre:</b> Poetry/Song</p> <p><b><u>Text-based Comprehension</u></b>  <b>Target Skill</b>  Details  <b>Target Strategy</b>  Infer/Predict  <b>Second Read Skill</b>  Author’s Word Choice</p>	<p><b><u>Phonological Awareness</u></b>  Blend Phonemes  Segment Phonemes</p> <p><b><u>Phonics</u></b>  Letter <i>Oo</i>* (Short <i>o</i>)  Words with <i>o</i> (Short <i>o</i>)  Adding -s (/s/, /z/) (no formal lesson)  Blending Words</p> <p><b><u>Decodable Readers</u></b>  Make It Pop!  My Dog Tom</p> <p><b><u>Concepts of Print</u></b>  Directionality: Top to Bottom,  Left to Right, Page by Page</p> <p><b><u>Words to Know (HFW)</u></b>  <i>make, play, them, give, say, new</i></p> <p><b><u>Fluency</u></b>  Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b>  <i>especially (adv.), market (n), messy (adj.), sometimes (adv.)</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>idea, just, plain, teach, together, until</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>practice, rehearsal, perform, applause</i></p> <p><b><u>Vocabulary Strategy</u></b>  Multiple-Meaning Words</p> <p><b><u>Enrich Vocabulary</u></b>  Words with Suffixes - <i>ful, -ly</i></p>	<p><b><u>Grammar Skill</u></b>  Proper Nouns for Days and Months</p> <p><b><u>Writing Mode</u></b>  Informative Writing</p> <p><b><u>Writing Form</u></b>  Invitations (Lists, Sentence Fluency)</p> <p><b><u>Focus Trait</u></b>  Organization</p> <p><b><u>Write About Reading</u></b>  Performance Task</p> <p><b><u>Research/Media Literacy Skills</u></b>  How Living Things Grow</p>	
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<p>22</p> <p><b>Literature</b>  K.RL.2.2  K.RL.2.3  K.RL.3.2  K.RF.4.2  K.RL.1</p> <p><b>Nonfiction</b>  K.RN.2.1  K.RN.2.3  K.RV.3.2  K.RN.3.1  K.RN.1</p> <p><b>Foundations</b>  K.RF.2.2  K.Rf.2.4  K.RF.3.4  K.RF.3.5  K.RF.4.1  K.RF.4.4  K.RF.4.5  K.RF.5</p> <p><b>Writing</b>  K.W.3.1  K.W.3.3</p> <p><b>Language</b>  K.W.2.1  K.W.6.2a  K.W.6.2b  K.RV.2.4  K.W.6.1b</p> <p><b>Speaking and Listening</b>  K.SL.3.1  K.SL.4.1</p>	<p><b><u>Selections</u></b>  <b>Big Book</b>  Leo the Late Bloomer  <b>Genre:</b> Fantasy  <b>Read Aloud Book</b>  A Tiger Grows Up  <b>Genre:</b> Informational Text  <b>Paired Selection</b>  “What Can a Baby Animal Do?”  <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b>  <b>Target Skill</b>  Story Structure  <b>Target Strategy</b>  Analyze/Evaluate  <b>Second Read Skill</b>  Sequence of Events</p>	<p><b><u>Phonological Awareness</u></b>  Blend and Segment Phonemes  Substitute Phonemes  <b><u>Phonics</u></b>  Letters Xx *, Jj *  Words with x, j  Blending Words</p> <p><b><u>Decodable Readers</u></b>  A Good Job  Fix It!</p> <p><b><u>Concepts of Print</u></b>  Punctuation: Quotation Marks</p> <p><b><u>Words to Know(HFW)</u></b>  said, good, was, then, ate, could</p> <p><b><u>Fluency</u></b>  Reading Rate</p>	<p><b><u>Selection Vocabulary</u></b>  <i>bloomer (n), patience (n), signs (n), sloppy (adj.)</i></p> <p><b><u>Oral Vocabulary</u></b>  <i>blend, (tiger) cub, den, pounces, prey, scraps</i></p> <p><b><u>Domain-Specific Vocabulary</u></b>  <i>mature, develop, height, ability</i></p> <p><b><u>Vocabulary Strategy</u></b>  Antonyms</p> <p><b><u>Enrich Vocabulary</u></b>  Words with Suffix -less</p>	<p><b><u>Grammar Skill</u></b>  Pronouns <i>they, it, I</i></p> <p><b><u>Writing Mode</u></b>  Informative Writing</p> <p><b><u>Writing Form</u></b>  Lists (Structure of Numbered Lists)</p> <p><b><u>Focus Trait</u></b>  Organization</p> <p><b><u>Write About Reading</u></b>  Performance Task</p>	
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<p>23</p> <p><b>Literature</b> K.RV.3.1 K.RL.1</p> <p><b>Nonfiction</b> K.RN.2.1 K.RN.2.2 K.RN.3.1 K.RN.4.2 K.RN.1</p> <p><b>Foundations</b> K.RF.2.2 K.RF.2.4 K.RF.3.5 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.5</p> <p><b>Writing</b> K.W.3.2 K.W.5</p> <p><b>Language</b> K.W.2.1 K.W.6.1a K.RV.2.2 K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.3.1 K.SL.4.1 K.W.3.3</p>	<p><b><u>Selections</u></b> <b>Big Book</b> Zinnia’s Flower Garden <b>Genre:</b> Informational Text <b>Read Aloud Book</b> Oscar and the Frog <b>Genre:</b> Informational Text <b>Paired Selection</b> “Growing Sunflowers” <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Sequence of Events <b>Target Strategy</b> Visualize <b>Second Read Skill</b> Text and Graphic Features</p>	<p><b><u>Phonological Awareness</u></b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b><u>Phonics</u></b> Letter Ee * (Short e) Words with e (Short e) Blending Words</p> <p><b><u>Decodable Readers</u></b> My Pet Dog Ben and Jen</p> <p><b><u>Concepts of Print</u></b> Using Graphics Words to Know (HFW) <i>she, all, over, her, when, some</i></p> <p><b><u>Fluency</u></b> Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b> <i>fragrant (adj.), inspects (v), pesky (adj.), sprinkles (v)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>tadpole, stared, gills, hatch, shrink, (river) bank</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>nutrients, sprout, sunlight, soil, water</i></p> <p><b><u>Vocabulary Strategy</u></b> Context Clues</p> <p><b><u>Enrich Vocabulary</u></b> Words for Growing</p>	<p><b><u>Grammar Skill</u></b> Proper Nouns for Days and Months</p> <p><b><u>Writing Mode</u></b> Informative Writing</p> <p><b><u>Writing Form</u></b> Invitations (Lists, Sentence Fluency)</p> <p><b><u>Focus Trait</u></b> Organization</p> <p><b><u>Write About Reading</u></b> Performance Task</p> <p><b><u>Research/Media Literacy Skills</u></b> How Living Things Grow</p>	
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<p>24</p> <p><b>Literature</b> K.RL.2.1 K.RL.4.2</p> <p><b>Nonfiction</b> K.RN.2.2 K.RF.1 K.RN.3.1 K.RN.4.1 K.RN.4.2 K.RN.1</p> <p><b>Foundations</b> K.RF.2.1 K.RF.2.2 K.RF.2.4 K.RF.3.4 K.Rf.3.5 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.5</p> <p><b>Writing</b> K.W.3.2 K.W.4 K.W.5</p> <p><b>Language</b> K.W.6.1b K.W.6.2b K.RV.2.4 K.RV.2.2 K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.2.5 K.SL.3.2 K.SL.4.1</p>	<p><b><u>Selections</u></b> <b>Big Book</b> Chameleon, Chameleon <b>Genre:</b> Informational Text <b>Read Aloud Book</b> Red Eyes or Blue Feathers <b>Genre:</b> Informational Text <b>Paired Selection</b> “Amazing Animal Bodies” <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Conclusions <b>Target Strategy</b> Monitor/Clarify <b>Second Read Skill</b> Author’s Purpose</p>	<p><b><u>Phonological Awareness</u></b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b><u>Phonics</u></b> Letters <i>Hh*</i>, <i>Kk*</i> Words with <i>h</i>, <i>k</i> Blending Words</p> <p><b><u>Decodable Readers</u></b> Hog in a Hat Kid Hid</p> <p><b><u>Concepts of Print</u></b> Parts of a Book: Front and Back Covers, Title Page, Dedication Page</p> <p><b><u>Words to Know (HFW)</u></b> <i>he, no, away, must, by, there</i></p> <p><b><u>Fluency</u></b> Pause for Punctuation</p>	<p><b><u>Selection Vocabulary</u></b> <i>danger (n), juicy (adj.), peaceful (adj.), poisonous (adj.)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>communicate, mood, scent, sly, survive, temperature</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>adapt, disguise, predator, prey, blend</i></p> <p><b><u>Vocabulary Strategy</u></b> Classify and Categorize Describing Words</p> <p><b><u>Enrich Vocabulary</u></b> Words with Suffixes - <i>ful, -ly</i></p>	<p><b><u>Grammar Skill</u></b> Questions (Capitalization and Punctuation)</p> <p><b><u>Writing Mode</u></b> Informative Writing</p> <p><b><u>Writing Form</u></b> Report (Dictate Facts)  Focus Trait Ideas</p> <p><b><u>Write About Reading</u></b> Performance Task</p>	
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<p>25</p> <p><b>Literature</b> K.RV.3.1 K.RL.3.2</p> <p><b>Nonfiction</b> K.RN.2.1 K.RN.2.2 K.RV3.2 K.RN.3.1 K.RN.4.2</p> <p><b>Foundations</b> K.RF.2.1 K.RF.2.2 K.RF.2.4 K.RF.3.4 K.RF.3.5 K.Rf.4.1 K.RF.4.3 K.RF.4.4 K.Rf.5</p> <p><b>Writing</b> K.W.3.1 K.W.3.2 K.W.4 K.W.5</p> <p><b>Language</b> K.W.6.2a K.W.6.2b K.W.6.2c K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.3.1 K.SL.3.2</p>	<p><b><u>Selections</u></b> <b>Big Book</b> Pie in the Sky <b>Genre:</b> Realistic Fiction <b>Read Aloud Book</b> Bread Comes to Life <b>Genre:</b> Informational Text <b>Paired Selection</b> "From Apple Tree to Store" <b>Genre:</b> Informational Text</p> <p><b><u>Text-based Comprehension</u></b> <b>Target Skill</b> Text and Graphic Features <b>Target Strategy</b> Summarize Second Read Skill Sequence of Events</p>	<p><b><u>Phonological Awareness</u></b> Blend and Segment Phonemes Substitute Phonemes</p> <p><b><u>Phonics</u></b> Review Letters <i>Oo*</i> (Short <i>o</i>), <i>Xx*</i>, <i>Jj*</i>, <i>Ee*</i> (short <i>e</i>), <i>Hh*</i>, <i>Kk*</i> Words with <i>o</i> (Short <i>o</i>), <i>x</i>, <i>j</i>, <i>e</i> (Short <i>e</i>), <i>h</i>, <i>k</i> Blending Review <b><u>Decodable Readers</u></b> Six Pigs Hop Play Kid, Play</p> <p><b><u>Concepts of Print</u></b> Types, Functions of Print Materials</p> <p><b><u>Words to Know (HFW)</u></b> Review: <i>make, play, them, give, say, new, said, good, was, then, ate, could, she, all, over, her, when, some, no, he, away, must, by, there</i></p> <p><b><u>Fluency</u></b> Read with Expression</p>	<p><b><u>Selection Vocabulary</u></b> <i>buds (n), damp (adj.), feast (n), finally (adv.)</i></p> <p><b><u>Oral Vocabulary</u></b> <i>crop, golden, patch, sprout, sturdy, grind</i></p> <p><b><u>Domain-Specific Vocabulary</u></b> <i>crop, harvest, fruit, grains, vegetables</i> <b><u>Vocabulary Strategy</u></b> Classify and Categorize Seasons</p> <p><b><u>Enrich Vocabulary</u></b> Words for Eating and Foods</p>	<p><b><u>Grammar Skill</u></b> Exclamations (Capitalization and Punctuation)</p> <p><b><u>Writing Mode</u></b> Informative Writing</p> <p><b><u>Writing Form</u></b> Report (Dictate Facts)</p> <p><b><u>Focus Trait</u></b> Ideas <b><u>Write About Reading</u></b> Performance Task <b><u>Research/Media Literacy Skills</u></b> Favorite Recipes</p>	<p><b>Unit 5 Benchmark Test</b></p>
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**Centerville-Abington Elementary Curriculum Mapping**  
**Language Arts – Kindergarten**  
 4<sup>th</sup> Nine Weeks  
 Tracy Metcalf

Lesson and Standards	Reading Lit. & Informational Text	Foundational Skills	Vocabulary	Language/Writing	Assessment
26 <b>Literature</b> K.RL.2.2 K.RV.3.1 K.RL.3.1 K.RL.1  <b>Nonfiction</b> K.RV.3.2  <b>Foundations</b> K.RF.2.4 K.RF.3.4 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF5  <b>Writing</b> W.K.3.1  <b>Language</b> K.W.6.1a K.RV.2.4 K.W.6.1b K.RV.1	<p><b><u>Selections</u></b></p> <p><b>Big Book</b>            Kitten’s First Full Moon  <b>Genre:</b> Fiction</p> <p><b>Read Aloud Book</b>            Curious George Makes Pancakes  <b>Genre:</b> Fantasy</p> <p><b>Paired Selection</b>            Drinking Fountain            The Puppy Chased the Sunbeam            Silvery            Moon Boat  <b>Genre:</b> Poetry</p> <p><b><u>Text-based Comprehension</u></b></p> <p><b>Target Skill</b>            Conclusions</p> <p><b>Target Strategy</b>            Visualize</p> <p><b>Second Read Skill</b>            Genre: (Fantasy vs. Realistic Text)</p>	<p><b>Phonological Awareness</b>            Substitute Phonemes</p> <p><b>Phonics</b>            Letter Uu* (Short u)            Words with u (Short u)            Blending Words</p> <p><b>Decodable Readers</b>            All In            Bug and Cat</p> <p><b>Concepts of Print</b>            High-Frequency Word Hunt</p> <p><b>Words to Know (HFW)</b>  <i>do, down, went, only, little, just</i></p> <p><b>Fluency</b>            Pause for Punctuation</p>	<p><b>Selection Vocabulary</b>  <i>seemed, sprang, stretched, tumbled</i></p> <p><b>Oral Vocabulary</b>  <i>assistant, enormous, generous, mayor, shocked, volunteers</i></p> <p><b>Domain-Specific Vocabulary</b>  <i>persistence, effort, attempt, accomplishment</i></p> <p><b>Vocabulary Strategy</b>            Antonyms</p> <p><b>Enrich Vocabulary</b>            Words with Prefix re-</p>	<p><b>Grammar Skill</b>            Nouns Singular and Plural</p> <p><b>Writing Mode</b>            Opinion Writing</p> <p><b>Writing Form</b>            Response to Literature            (Sentence Frames, Expressing an Opinion)</p> <p><b>Focus Trait</b>            Voice</p> <p><b>Write About Reading</b>            Performance Task</p>	

**Speaking and  
Listening  
K.SL.3.2  
K.SL.4.1**

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<p>27</p> <p><b>Literature</b> K.RL.2.1 K.RL.2.2 K.RL.2.3</p> <p><b>Nonfiction</b> K.RN.2.1 K.RN.2.3 K.RV.3.2 K.RN.1</p> <p><b>Foundations</b> K.RF.2.1 K.RF.2.4 K.RF.3.4 K.RF.3.5 K.RF.4.3 K.RF.4.4 K.RF.5</p> <p><b>Writing</b> K.W.3.1</p> <p><b>Language</b> K.W.6.1a K.RV.2.4</p> <p><b>Speaking and Listening</b> K.SL.2.5 K.SL.3.1 K.SL.3.2 K.SL.4.1</p>	<p><b>Selections</b></p> <p><b>Big Book</b> One of Three <b>Genre:</b> Realistic Fiction</p> <p><b>Read Aloud Book</b> Someone Bigger <b>Genre:</b> Humorous Fiction</p> <p><b>Paired Selection</b> “Cross-Country Trip” <b>Genre:</b> Informational Text</p> <p><b>Text-based Comprehension</b></p> <p><b>Target Skill</b> Compare and Contrast</p> <p><b>Target Strategy</b> Monitor/Clarify</p> <p><b>Second Read Skill</b> Understanding Characters</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters <i>ll</i> *, <i>Ww</i>* Words with <i>l</i>, <i>w</i> Blending Words</p> <p><b>Decodable Readers</b> Win a Cup! Wes Can Help</p> <p><b>Concepts of Print</b> Directionality</p> <p><b>Words to Know (HFW)</b> <i>have, help, one, every, ask, walk</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Selection Vocabulary</b> <i>since (adv.), invited (v), remember (v), triplets (n)</i></p> <p><b>Oral Vocabulary</b> <i>creatures, firmly, kite, launched (a kite), light, replied</i></p> <p><b>Domain-Specific Vocabulary</b> <i>luggage, tourist, journey, landmark</i></p> <p><b>Vocabulary Strategy</b> Classify and Categorize Places</p> <p><b>Enrich Vocabulary</b> Words with Prefix <i>un-</i></p>	<p><b>Grammar Skill</b> Subject-Verb Agreement (Past, Present, Future)</p> <p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature (Sentence Frames, Giving Reasons)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p>	
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<p>28</p> <p><b>Literature</b> K.RL.2.2 K.RL.2.3 K.RL.3.2 K.RL.4.1 K.RL.1</p> <p><b>Nonfiction</b> K.RV.3.2</p> <p><b>Foundations</b> K.RF.2.4 K.RF.3.4 K.RF.3.5 K.RF.4.1 K.RF.4.3 K.RF.4.4 K.RF.5</p> <p><b>Writing</b> K.W.3.1 K.W.5</p> <p><b>Language</b> K.W.6.1a K.RV.1</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.RV.1</p>	<p><b>Selections</b></p> <p><b>Big Book</b> You Can Do It, Curious George! <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> The Little Engine That Could <b>Genre:</b> Fantasy</p> <p><b>Paired Selections</b> Poems About Things You Can Do “Whistling” “Time to Play” “By Myself” <b>Genre:</b> Poetry</p> <p><b>Text-based Comprehension</b></p> <p><b>Target Skill</b> Story Structure</p> <p><b>Target Strategy</b> Infer/Predict</p> <p><b>Second Read Skill</b> Genre: Fantasy</p>	<p><b>Phonological Awareness</b> Substitute Phonemes</p> <p><b>Phonics</b> Letters Vv*, Zz* Words with v, z Blending Words</p> <p><b>Decodable Readers</b> Vet on a Job! Roz the Vet</p> <p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (HFW)</b> <i>look, out, very, their, saw, put</i></p> <p><b>Fluency</b> Pause for Punctuation</p>	<p><b>Selection Vocabulary</b> <i>prize (n), different (adj.), chef (n), slope (n)</i></p> <p><b>Oral Vocabulary</b> <i>bellowed, dingy, rumbled, valley, waiters, weary</i></p> <p><b>Domain-Specific Vocabulary</b> <i>considerate, kind, loyal, thoughtful</i></p> <p><b>Vocabulary Strategy</b> Context Clues</p> <p><b>Enrich Vocabulary</b> Multiple-Meaning Words</p>	<p><b>Grammar Skill</b> Subject-Verb Agreement (Past, Present, Future)</p> <p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Response to Literature (Sentence Frames, Giving Reasons)</p> <p><b>Focus Trait</b> Ideas</p> <p><b>Write About Reading</b> Performance Task</p> <p><b>Research/Media Literacy Skills</b> Write About Curious George</p>	
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<p>29</p> <p><b>Literature</b>  K.RL.2.1  K.RV.3.1  K.RL.3.2  K.RL.4.1</p> <p><b>Nonfiction</b>  K.RN.2.1  K.RN.2.2  K.RN.2.3  K.RN.3.1  K.RN.1</p> <p><b>Foundations</b>  K.RF.2.2  K.RF.2.3  K.RF.2.4  K.RF.3.2  K.RF.3.4  K.RF.4.1  K.RF.4.4  K.RF.4.5  K.RF.5</p> <p><b>Writing</b>  K.W.3.1  K.W.3.2  K.W.4  K.W.5</p> <p><b>Language</b>  K.W.6.2a  K.RV.1</p> <p><b>Speaking and Listening</b>  K.SL.4.1</p>	<p><b>Selections</b></p> <p><b>Big Book</b>  Look at Us  <b>Genre:</b> Informational Text</p> <p><b>Read Aloud Book</b>  Baby Brains  <b>Genre:</b> Fiction</p> <p><b>Paired Selection</b>  “The Three Little Pigs”  <b>Genre:</b> Fairy Tale</p> <p><b>Text-based Comprehension</b></p> <p><b>Target Skill</b>  Understanding Characters</p> <p><b>Target Strategy</b>  Summarize</p> <p><b>Second Read Skill</b>  Genre: (Fantasy vs. Realistic Text)</p>	<p><b>Phonological Awareness</b>  Track Syllables</p> <p><b>Phonics</b>  Review Letters <i>Aa*</i> (short <i>a</i>),  <i>Ee*</i> (Short <i>e</i>), <i>Ii*</i> (Short <i>i</i>),  <i>Oo*</i> (Short <i>o</i>), <i>Uu*</i> (Short <i>u</i>)  Blending Review  Words with <i>-s</i>, <i>-ing</i></p> <p><b>Decodable Readers</b>  Max Is Down  A Fun Job</p> <p><b>Concepts of Print</b>  Environmental Print</p> <p><b>Words to Know (HFW)</b>  Review: <i>down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</i></p> <p><b>Fluency</b>  Read with Expression</p>	<p><b>Selection Vocabulary</b>  <i>projects (n), visitors (n), scared (adj.), proud (n)</i></p> <p><b>Oral Vocabulary</b>  <i>certainly, embarrassed, languages, mumbled, popular, study</i></p> <p><b>Domain-Specific Vocabulary</b>  <i>develop, accomplish, knowledge</i></p> <p><b>Vocabulary Strategy</b>  Figurative Language</p> <p><b>Enrich Vocabulary</b>  Words for Feelings</p>	<p><b>Grammar Skill</b>  Prepositions <i>for, to, with</i></p> <p><b>Writing Mode</b>  Opinion Writing</p> <p><b>Writing Form</b>  Journal</p> <p><b>Focus Trait</b>  Voice</p> <p><b>Write About Reading</b>  Performance Task</p> <p><b>Research/Media Literacy Skills</b>  Simon James Books</p>	
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<p>30</p> <p><b>Literature</b> K.RV.3.1 K.RL.3.2</p> <p><b>Nonfiction</b> K.RN.2.1 K.RN.2.3 K.RN.1</p> <p><b>Foundations</b> K.RF.2.1 K.RF.2.2 K.RF.2.4 K.RF.3.2 K.RF.3.4 K.RF.4.3 K.RF.4.4 K.RF.4.5 K.RF.5</p> <p><b>Writing</b> K.W.3.1 K.W.3.3 K.W.4</p> <p><b>Language</b> K.W.6.1a K.W.6.1e K.W.6.2a K.W.6.2c K.RV.2.2</p> <p><b>Speaking and Listening</b> K.SL.2.3 K.SL.3.1 K.SL.3.2 K.SL.4.1</p>	<p><b>Selections</b></p> <p><b>Big Book</b> Miss Bindergarten Celebrates the Last Day of Kindergarten <b>Genre:</b> Fantasy</p> <p><b>Read Aloud Book</b> Pet Show! <b>Genre:</b> Realistic Fiction</p> <p><b>Paired Selection</b> "Schools Then and Now" <b>Genre:</b> Informational Text</p> <p><b>Text-based Comprehension</b></p> <p><b>Target Skill</b> Understanding Characters</p> <p><b>Target Strategy</b> Summarize</p> <p><b>Second Read Skill</b> Genre: (Fantasy vs. Realistic Text)</p>	<p><b>Phonological Awareness</b> Track Syllables</p> <p><b>Phonics</b> Review Letters Aa* (short a), Ee* (Short e), Ii* (Short i), Oo* (Short o), Uu* (Short u) Blending Review Words with -s, -ing</p> <p><b>Decodable Readers</b> Max Is Down A Fun Job</p> <p><b>Concepts of Print</b> Environmental Print</p> <p><b>Words to Know (HFW)</b> Review: <i>down, do, went, only, little, just, have, help, one, every, ask, walk, look, out, very, their, saw, put, off, take, our, day, too, show</i></p> <p><b>Fluency</b> Read with Expression</p>	<p><b>Selection Vocabulary</b> <i>attendance (n), balance (v), perfume (n), success (n)</i></p> <p><b>Oral Vocabulary</b> <i>announced, entrance, expect, favorite, independent, judge</i></p> <p><b>Domain-Specific Vocabulary</b> <i>concern, kindness, neighborly, generous</i></p> <p><b>Vocabulary Strategy</b> Synonyms</p> <p><b>Enrich Vocabulary</b> Prepositions in Sentences</p>	<p><b>Grammar Skill</b> Prepositions <i>in, on, out, off, by</i></p> <p><b>Writing Mode</b> Opinion Writing</p> <p><b>Writing Form</b> Journal</p> <p><b>Focus Trait</b> Voice</p> <p><b>Write About Reading</b> Performance Task</p>	<p><b>Unit 6 Benchmark Test</b></p>
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## **READING Guiding Principle**

Students read a wide range of fiction, nonfiction, classic, and contemporary works, to build an understanding of texts, of themselves, and of the cultures of the United States and the world; to acquire new information; to respond to the needs and demands of society and the workplace. Students apply a wide range of strategies to comprehend, interpret, evaluate, and appreciate texts. They read a wide range of literature in many genres from a variety of time periods and cultures from around the world to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience. They draw on their prior experience, their interactions with other readers and writers, and reading skills that they have developed and refined.

## **READING: Foundations**

There are four key areas found in the Reading: Foundations section for grades K-5: Print Concepts, Phonological Awareness, Phonics, and Fluency. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading

### **Foundations. Learning Outcome**

K.RF.1 Understand and apply knowledge of print concepts, phonics, phonemic awareness, vocabulary, and fluency and comprehension as a foundation for developing reading skills  
Print Concepts

K.RF.2.1 Demonstrate understanding that print moves from left to right across the page and from top to bottom.

K.RF.2.2 Recognize that written words are made up of sequences of letters.

K.RF.2.3 Recognize that words are combined to form sentences

K.RF.2.4 Identify and name all uppercase (capital) and lowercase letters of the alphabet

### **Phonological Awareness**

K.RF.3.1 Identify and produce rhyming words.

K.RF.3.2 Orally pronounce, blend, and segment words into syllables

K.RF.3.3 Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.

K.RF.3.4 Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds. K.RF.3.5 Add, delete, or substitute sounds to change words. Kindergarten Indiana Academic Standards 2014 2 Indiana Department of Education

### **Phonics**

K.RF.4.1 Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d/ /g/; soap = /s/ /p/).

K.RF.4.2 Blend consonant-vowel-consonant (CVC) sounds to make words.

K.RF.4.3 Recognize the long and short sounds for the five major vowels.

K.RF.4.4 Read common high-frequency words by sight (e.g., a, my).

K.RF.4.5 Identify similarities and differences in words (e.g., word endings, onset and rime) when spoken or written.

K.RF.4.6 Standard begins at first grade.

### **Fluency**

K.RF.5 Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

# Kindergarten Indiana Academic Standards 2014 3 Indiana Department of Education

## **READING: Literature**

There are three key areas found in the Reading: Literature section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Literature.

### **Learning Outcome**

K.RL.1 Actively engage in group reading activities with purpose and understanding. Key Ideas and Textual Support

K.RL.2.1 With support, ask and answer questions about main topics and key details in a text heard or read.

K.RL.2.2 With support, retell familiar stories, poems, and nursery rhymes, including key details.

K.RL.2.3 Identify important elements of the text (e.g., characters, settings, or events).

K.RL.2.4 Make predictions about what will happen in a story.

### **Structural Elements and Organization**

K.RL.3.1 Recognize familiar narrative text genres (e.g., fairy tales, nursery rhymes, storybooks).

K.RL.3.2 With support, define the role of the author and illustrator of a story in telling the story.

### **Synthesis and Connection of Ideas**

K.RL.4.1 With support, describe the relationship between illustrations and the story in which they appear.

K.RL.4.2 With support, compare and contrast the adventures and experiences of characters in familiar stories.

# Kindergarten Indiana Academic Standards 2014 4 Indiana Department of Education

## **READING: Nonfiction**

There are three key areas found in the Reading: Nonfiction section for grades 6-12: Key Ideas and Textual Support, Structural Elements and Organization, and Synthesis and Connection of Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading

### **Nonfiction. Learning Outcome**

K.RN.1 Actively engage in group reading activities with purpose and understanding.

### **Key Ideas and Textual Support**

K.RN.2.1 With support, ask and answer questions about important elements of a text (e.g., events, topics, concepts).

K.RN.2.2 With support, retell the main idea and key details of a text.

K.RN.2.3 With support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

### **Structural Elements and Organization**

K.RN.3.1 Identify text features of a nonfiction text (e.g., title, author, illustrations) and describe the relationship between those features and the text in which they appear.

K.RN.3.2 Recognize that a nonfiction text can be structured to describe a topic.

K.RN.3.3 Standard begins at second grade.

### **Synthesis and Connection of Ideas**

K.RN.4.1 With support, identify the reasons an author gives to support points in a text.

K.RN.4.2 With support, identify basic similarities in and differences between two texts on the same topic

K.RN.4.3 Standard begins at sixth grade.

# Kindergarten Indiana Academic Standards 2014 5 Indiana Department of Education

## **READING: Vocabulary**

There are two key areas found in the Reading: Vocabulary section for grades 6-12: Vocabulary Building and Vocabulary in Literature and Nonfiction Texts. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Reading: Vocabulary. Learning Outcome K.RV.1 Use words, phrases, and strategies acquired through conversations, reading and being read to, and responding to literature and nonfiction texts to build and apply vocabulary.

### **Vocabulary Building**

K.RV.2.1 Standard begins at first grade.

K.RV.2.2 Identify and sort pictures of objects into categories (e.g., colors, shapes, opposites).

K.RV.2.3 Standard begins at sixth grade.

K.RV.2.4 Recognize frequently occurring inflections (e.g., look, looks).

K.RV.2.5 Standard begins at second grade.

### **Vocabulary in Literature and Nonfiction Texts**

K.RV.3.1 With support, ask and answer questions about unknown words in stories, poems, or songs.

K.RV.3.2 With support, ask and answer questions about unknown words in a nonfiction text.

K.RV.3.3 Standard begins at third grade.

# Kindergarten Indiana Academic Standards 2014 6 Indiana Department of Education

## **WRITING Guiding Principle:**

Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes. Students apply knowledge of language structure, language conventions, media techniques, figurative language, and genre to create, critique, and discuss writing. Students conduct research on issues and interests by generating ideas and questions, and by posing problems. They gather, evaluate, and synthesize data from a variety of sources to communicate their discoveries in ways that suit their purpose and audience.ii

## **WRITING**

There are four key areas found in the Writing section for grades 6-12: Writing Genres, the Writing Process, the Research Process, and Conventions of Standard English. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Writing.

### **Learning Outcome**

K.W.1 Write for specific purposes and audiences.

### **Handwriting**

K.W.2.1 Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

K.W.2.2 Write by moving from left to right and top to bottom.

Writing Genres: Argumentative, Informative, and Narrative

K.W.3.1 Use words and pictures to provide logical reasons for suggesting that others follow a particular course of action.

K.W.3.2 Use words and pictures to develop a main idea and provide some information about a topic.

K.W.3.3 Use words and pictures to narrate a single event or simple story, arranging ideas in order.

### **The Writing Process**

K.W.4 Apply the writing process to – With support, revise writing by adding simple details; review (edit) writing for format and• conventions (e.g., correct spelling of simple words, capitalization of the first word of the sentence). Use available technology to produce and publish writing.● The Research Process: Finding, Assessing, Synthesizing, and Reporting Information K.W.5 With support, build understanding of a topic using various sources. Identify relevant pictures, charts, grade-appropriate texts, personal experiences, or people as• sources of information on a topic.

# Kindergarten Indiana Academic Standards 2014 7 Indiana Department of Education

## Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling

K.W.6.1 Demonstrate command of English grammar and usage, focusing on:

K.W.6.1a Nouns/Pronouns – Writing sentences that include singular and/or plural nouns (e.g., dog/dogs, cat/cats).

K.W.6.1b Verbs – Writing sentences that include verbs. K.W.

6.1c Adjectives/ Adverbs – Standard begins at second grade.

K.W.6.1d Prepositions – Standard begins at fourth grade.

K.W.6.1e Usage – Recognizing that there are different kinds of sentences (e.g., sentences that tell something, sentences that ask something, etc.).

K.W.6.2 Demonstrate command of capitalization, punctuation, and spelling, focusing on:

K.W.6.2a Capitalization – Capitalizing the first word in a sentence and the pronoun I.

K.W.6.2b Punctuation – Recognizing and naming end punctuation.

K.W.6.2c Spelling – Spelling simple words phonetically, drawing on phonemic awareness.

# Kindergarten Indiana Academic Standards 2014 8 Indiana Department of Education

## **SPEAKING AND LISTENING Guiding Principle:**

Students listen actively and communicate effectively for a variety of purposes, including for learning, enjoyment, persuasion, and the exchange of information and ideas. Students adjust their use of language to communicate effectively with a variety of audiences and for different purposes. Students develop an understanding of and respect for diversity in language use, patterns, and dialects.iii

## **SPEAKING AND LISTENING**

There are three key areas found in the Speaking and Listening section for grades 6-12: Discussion and Collaboration, Comprehension, and Presentation of Knowledge and Ideas. By demonstrating the skills listed in each section, students should be able to meet the Learning Outcome for Speaking and Listening.

### **Learning Outcome**

K.SL.1 Listen actively and communicate effectively with a variety of audiences and for different purposes.

### **Discussion and Collaboration**

K.SL.2.1 Participate in collaborative conversations about grade-appropriate topics and texts with peers and adults in small and larger groups.

K.SL.2.2 Standard begins in third grade.

K.SL.2.3 Listen to others, take turns speaking, and add one's own ideas to small group discussions or tasks.

K.SL.2.4 Ask questions to seek help, get information, or clarify something that is not understood.

K.SL.2.5 Continue a conversation through multiple exchanges.

### **Comprehension**

K.SL.3.1 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

K.SL.3.2 Ask appropriate questions about what a speaker says.

### **Presentation of Knowledge and Ideas**

K.SL.4.1 Speaking audibly, recite poems, rhymes, and songs, and use complete sentences to describe familiar people, places, things, and events and, with support, provide additional details.

K.SL.4.2 Standard begins in first grade.

K.SL.4.3 Give, restate, and follow simple two-step directions.



# Kindergarten Indiana Academic Standards 2014 9 Indiana Department of Education

## **MEDIA LITERACY Guiding Principle:**

Students develop critical thinking about the messages received and created by media. Students recognize that media are a part of culture and function as agents of socialization and develop understanding that people use individual skills, beliefs, and experiences to construct their own meanings from media messages. Students develop media literacy skills in order to become more informed, reflective, and engaged participants in society.iv

## **MEDIA LITERACY**

By demonstrating the skills listed in Media Literacy, students should be able to meet the Learning Outcome for Media Literacy.

### **Learning Outcome**

K.ML.1 Recognize various types of media.

### **Media Literacy**

K.ML.2.1 Recognize common signs and logos and identify commercials or advertisements.

.K.ML.2.2 Standard begins in fifth grade.

**i Adapted from Standards for the English Language. National Council of Teachers of English and International Reading Association, 1996. Available at <http://www.ncte.org/library/NCTEFiles/Resources/Books/Sample/StandardsDoc.pdf>. ii Ibid. iii Ibid. iv Adapted from Core Principles of Media Literacy Education in the United States. National Association for Media Literacy Education,**